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ABSTRACT

The intent of this two-part instructional package is to assist senior high school students in making rational decisions regarding career choice and further training and education. Part 1, Introduction to a Capstone Program, defines behavioral objectives and includes a basic information section on job clusters and the capstone program. Five classroom activities concentrate on student explanation of the capstone program and job cluster concept through examination of six trade and industrial career areas. A self-test and media guide are included. Defining employment-related terms, part 2, Career Planning, outlines four learning activities for students: (1) listing career choice, (2) evaluating the career and its requirements, (3) assessing personal aptitudes, and (4) comparing the information. A sample resume and list of supportive materials are included. (LH)

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INTRODUCTION TO A CAPSTONE PROGRAM

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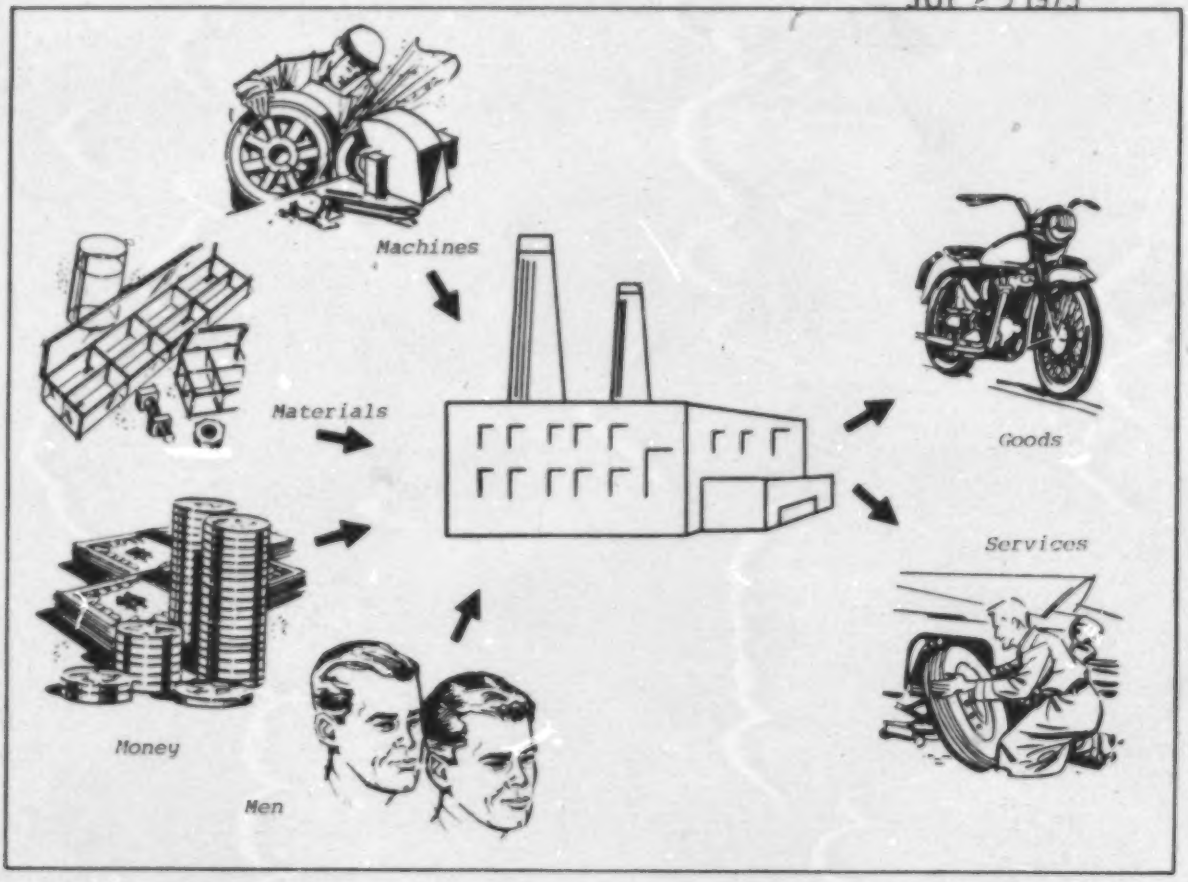

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Prepared as an Aid in Implementing
The Wisconsin Guide to Local Curriculum
Improvement in Industrial Education, K-12

CE001745-A

Learning Activity Package

Prepared as an Aid in Implementing
The Wisconsin Guide to Local Curriculum
Improvement in Industrial Education, K-12

Overview of the Capstone Program

To be used as a pre-capstone orientation
or as an introduction within a capstone course.

Pertaining to Field Objective Number V

"To provide students the opportunity to
prepare specifically for entry into appropriate
industrially related occupations and develop
a base for further occupational education."

Produced by

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The Wisconsin Department of Public Instruction;
The Graduate College and the Center for Vocational,
Technical and Adult Education, both of the
University of Wisconsin-Stout

RATIONALE:

The purpose of this package is to explain the industrial education capstone concept used in Wisconsin. After you become familiar with the information presented in it, you will have the opportunity to choose and examine an occupational area of your choice. The main idea or intent of a capstone course is to help you chose and prepare to enter a cluster or family of jobs. After this is done, the basic requirements for this cluster of jobs should be identified. Finally, you will gather some of the requirements needed for a cluster of jobs and work with these in the capstone course. A capstone program is designed to help you make an intelligent choice of a specific job as you move near to the work-a-day world.

OBJECTIVES:

Terminal Objective:

To provide you with the opportunity to prepare specifically for entry into appropriate industrially related occupations and develop a base for further occupational education.

Enabling Objectives:

1. You will explain in writing the purpose and ultimate objective of a capstone course.
2. You will name the seven job clusters or families in the Industrial Education (Trade and Industrial) program and give an example of a related area for each cluster.
3. You will identify and record your occupational career objective in terms of a broad job cluster.
4. You will analyze common competencies of the job cluster you have selected.

Options: Read the self-test on the following pages and then check the following selections that apply to you.

___ If you feel you can meet the above objectives:

___ A. See the instructor for a teacher evaluation

___ B. Take the self-test as a self evaluating device, then see your instructor.

___ If you feel you cannot meet the above objectives:

___ A. Take the self-test to see what objectives your studying should be based upon, then turn to the media section on page 4.

___ B. Skip the self-test and turn to the media section on page 4 to help you achieve the objectives.

Self-Test

1. Explain the purpose of a capstone course.

2. What is (are) the ultimate objective(s) of a capstone course?

3 -9. List the seven job clusters or families in the Industrial Education (Trade and Industrial) Program and give an example of a related area for each cluster or family.

3.

4.

5.

6.

7.

8.

9.

10. Name the occupational career objective (in terms of a broad job cluster) that you are seeking.

11-15. List at least five competencies needed for the job cluster you have selected.

11.

12.

13.

14.

15.

MEDIA SECTION

Objective Number 1: Explain in writing the purpose and ultimate objective of a capstone course.

Media:

Read the information in this package on pages 1, 5, and 6.

Optional Activities: Choose one or more of the following

___ 1. Capstone - V-1A

___ 2. Capstone - V-1B

Objective Number 2: Name the seven job clusters or families in the Industrial Education (Trade and Industrial) program and give an example of each cluster.

Media:

Read the information in this package on pages 6 and 7.

Activity:

Capstone - V-2

Objective Number 3: Identify and record your occupational career objective in terms of a broad job cluster.

Media:

Read the information in this package on pages 1, 5, and 7.

Optional Activities: Choose one or more of the following

___ 1. Capstone - V-3A

___ 2. Capstone - V-3B

Objective Number 4: Analyze the common competencies of the job cluster you have selected.

Media:

Read the information in this package on pages 7 thru 9.

Activity:

Capstone - V-4

What is the Purpose of a Capstone Course?

You have, most likely, had someone ask you, "What are you going to be when you 'grow-up'?" Maybe you could answer them, maybe you could not. A capstone course asks a similar question, but not quite the same. It asks, "In what broad occupational cluster of jobs are you interested in finding employment?"

Its purpose is not to restrict you to a limited choice of one occupation, but rather to explore broad clusters or families of jobs that are related in their preparation.

A capstone course assumes you have had some experiences related to a particular cluster of jobs. You may have had these experiences in school, working at a job, seeing other people working at different jobs, etc. The results are that you have an awareness of your own interests and abilities. Some background and basic work related to a cluster must be shown by school classes you have completed. A capstone course "caps off" the learning experiences you have had.

Objective of a Capstone Course:

The content of a capstone course draws from employment needs, demands and opportunities. When you complete a capstone course, you may either obtain a job directly upon leaving high school or continue on into advanced phases of training in a vocational or technical school.

The ultimate objective of a capstone course is to help you gain the basic attitudes, manipulative skills, knowledge and relationship with other people to make you an employable person.

In summary, a capstone course is . . .

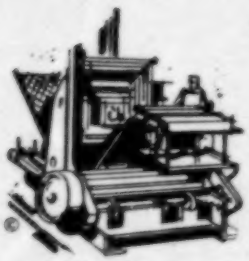
The final course in a sequence, generally a senior year offering, which leads to the development of employable skills, attitudes, and characteristics. It may lead you into post-high school vocational-technical programs where career objectives require training beyond high school. When you enroll you must record a career objective in keeping with the objective of the course.[1]

Industrial Education (Trade and Industrial) Job Clusters:

Job clusters and related areas found in a capstone program could include the following:

1. Vocational Drafting

   Industrial
   Architectural
   Blueprint Reading



2. Vocational Graphics

   Offset Lithography
   Letter press
   Photography

3. Vocational Woodworking

   Industrial
   Building Construction

4. Vocational Electricity and Electronics

   Communication -
     Repair and Service
     Basic Circuiting
   Appliance - Repair and Service

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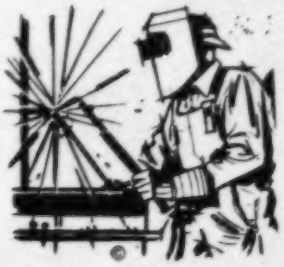
[1] LEVC Handbook, Wisconsin Department of Public Instruction, Madison, Wisconsin, p. 1-15.

5. Vocational Metals

Sheet metal
Welding
Fabrication
Foundry
Machinery
Metallurgy



6. Vocational Power Mechanics

Heat Engines
Auto Body
Hydraulics - Pneumatics

7. Vocational Aero Space

Maintenance and Repair
Reciprocating and Jet Engines
Air Frame

This list is not complete by any means, but is here to show you the types of things a capstone course in Industrial Education could include.

Analysis of a Job Cluster:

You have most likely at one time thought of an occupation where you would like to be employed. Have you ever thought what kinds of things you would like to know about that job? The following is a list of questions you can 'ask' of a family of jobs to seek a broad analysis of it.

Social Significance

a. How does the occupation affect the lifestyle of its workers?
b. How is it essential to the economic growth of our country?
c. What are the future trends projected for this occupation? (locally, nationally)

Nature of the Work

a. What are the major responsibilities of a worker in this occupation?

b. Is the work primarily physical or mental in nature?
c. What kind of problems are likely to be encountered in this position?

Working Conditions

a. What are the physical limitations of the position? (sight, sound, feel, taste)
b. What are the typical hours?
c. Does the position require individual or group efforts?
d. What are the safety implications of the job?
e. What are the fringe benefits?
f. Are there special travel restrictions or requirements for the job?

Qualifications for Entry and Success

a. Does the job require special physical or intellectual characteristics?
b. What special personality traits are desirable for success?

Preparations Needed

a. What general education is necessary for the job?
b. What special training or skills are necessary?
c. What are the entry level requirements for the position?
d. What special union requirements must be met?
e. Are post-secondary educational requirements essential?
f. Is on-the-job training provided? For how long?
g. From what occupations could one transfer to the position?

How to Get Started

a. What are the procedures for application for the position?
b. What special tests, certificates, licenses, or other forms are necessary to complete application?
c. To what department or through what agency must one apply for the position?

Opportunities for Advancement

a. What are the criteria for promotion?
b. Are special skills, performance standards, or personal characteristics necessary for advancement?
c. What is the [height] of authority and position to which the job can lead?
d. To what related occupations might the job lead?
e. What are the established advancement procedures within the company?

Remuneration

a. What is the beginning wage range?
b. In what wage range are the greatest number of workers in a similar position?
c. What is the maximum wage for the position?
d. How are salaries determined?
e. What particular financial benefits are offered by the company?[2]

The state of Wisconsin has developed a collection of occupational information on microfilm called WISC (Wisconsin Instant Information System for Students and Counselors). This system provides you with broad information and pictures on the following:

Wisconsin occupations that do not require a college degree

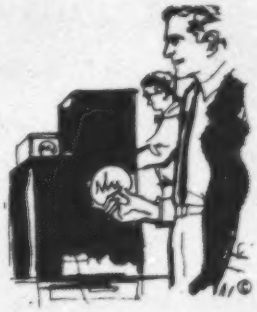
All occupations in which there is education and training provided for in Wisconsin

All Vocational, Technical and Adult Education Schools in Wisconsin

All state approved private schools

WISC focuses on non-professional jobs, as in the capstone program, and provides needed current information such as:

Job Duties
Work Environment
Earnings
Future Outlook
Advancement Opportunities
Advantages and Disadvantages
Aptitudes, Interests and Temperament
Pre-Entry Educational Requirements



The school counselor should have this available for you to use. Ask him for them!

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[2]Good, James E., & Mary G. Good, "Industrial Arts Involvement in Career Education," Man/Society/Technology, April, 1972, p. 205-208.

Remuneration

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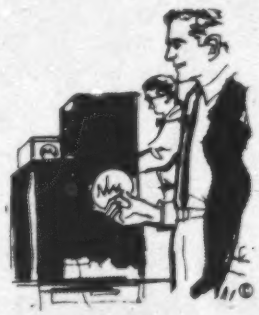

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Activity: Capstone - V-1A

Name _____

Period _____

What is a Capstone Program

Question: Explain in your own words, the goals and purpose of a capstone program.

Activity: Capstone - V-1B

Name _____

Period _____

What is a Capstone Program

Procedures: Consult one of the following people:

1. An instructor that teaches something related to a cluster of jobs you are interested in.

2. The local Vocational Education Coordinator (if available) in your school.

Questions: Consult one of the above people and ask them about the capstone program in your school. On this piece of paper, answer the following questions.

1. Its purpose

2. Its goals

3. Clusters that are offered for study

4. Any questions you have

Activity: Capstone - V-2

Name _____

Period _____

Industrial Education Job Clusters

Question: List the six Industrial Education (Trade and Industrial) job clusters or families and name two examples of jobs found in each cluster.

Activity: Capstone - V-3A

Name _____

Period _____

Selecting a Job Cluster

Questions:

1. Decide on the occupational cluster or family in which you would like to work or find a job.

2. Write this down and give a brief explanation of why you chose this cluster.

Activity: Activity - V-3B Name _____

Period _____

Explaining a Job Cluster

Procedure: Design a model or diagram of the capstone concept.

1. Use your experiences to design it.
2. Include classes you have had that are related.
3. Represent (include) in some way:
   a. grade levels
   b. classes you have had
   c. classes you would like to take
   d. choices you would have to follow after graduation

Activity: Capstone - V-4 Name _____

Period _____

Analyzing a Job Cluster

Procedure: Using the outline starting on page seven of this package, describe or answer as many of the questions asked that you can.

For information seeking use:

1. The WISC Directory
2. The school counselor
3. Wisconsin employment agencies
4. Businesses
5. Parents

Learning Activity Package

Prepared as an Aid in Implementing
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Improvement in Industrial Education K-12

CAREER PLANNING

Senior High School

Pertaining to Field Objective Number Four

"To provide students the opportunity to explore occupational demands as a basis for selecting and planning a career, as well as, understanding the pursuits of others."

ED111698

Produced by:

The Industrial Education Instructional
Materials Development Project
University of Wisconsin--Stout
Menomonie, Wisconsin

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The Wisconsin Department of Public Instruction

The Graduate College and Center for Vocational,
Technical and Adult Education
Both of the University of Wisconsin--Stout

To The Student:

Planning and preparing for a career is a process of gathering information and then making decisions based on the information. Personalized information is essential for career planning and career development. This information serves to keep you aware of changes and to help you prepare for change, itself.

In this package, you will have an opportunity to gather information concerning a career that interests you. You will then evaluate your qualifications and abilities. By comparing your abilities with the job requirements, you will be able to decide what further training, education or skills will be necessary and you will begin the decision-making process that will help to determine your career choice.

To The Teacher:

This activity package will assist the student in making rational decisions regarding career choice and/or further training and education.

Part I of this package assesses what the student would like to do. Part II gives the student an opportunity to evaluate a career and its requirements. Part III lets the student list his aptitudes and qualifications, list the job requirements and then compare and list what he will need for that career, i.e., education, training, mobility, etc.

You, as the instructor, can provide valuable assistance by directing the student to possible sources of information in your school, community and among local tradesmen and professionals.

EMPLOYMENT RELATED TERMS AS USED IN CAREER PLANNING

"Please send us a complete transcript of your grades".

"We would be interested in seeing your resumé".

"Your credentials seem to be in order".

"Please list 3 references".

"Have letters of recommendation sent by 4 people who know you and your qualifications".

You may have seen statements or requests like these before. You will undoubtedly come in contact with them again when applying to schools or for jobs. For this reason it will be of value for you to understand the terms used in career planning.

Here are some definitions of employment related terms that may help you.

CREDENTIALS	This is usually in the form of a file. It includes general background information and personal data. A list of courses taken and professional objectives is also included.
TRANSCRIPT	Refers to grades and courses taken. This is issued through the school office. Employers or schools get copies of your transcripts upon your request.
REFERENCE	Person chosen to write the recommendation. This is also a statement attesting to personal qualifications of the one seeking employment.
RECOMMENDATION	Confidential statement written at your request explaining your employment qualifications and abilities. The author may choose to review it with you.
RESUMÉ (rĕz´ o͞o mā)	A summary of your work, education and personal background--usually one page. This is often submitted with a job application. (See sample, page 6).

LEARNING ACTIVITY I

Reviewing in your mind materials and information about the career that you are interested in, list in outline form (i.e. in order of importance with headings and subheadings) the following:

A. Broad career, professional or job field in which you are most interested.

   A broad career is a general area or activity. For example, you may want to go into business or psychology or engineering. There are many types of business and many positions you could hold. You may want to be a personnel director, the manager of a small retail store or a department manager. As an engineer you may become an electrical engineer or a chemical engineer.

B. Area of activity of that business or profession in which you want to become active

C. Type and level of position you wish to occupy

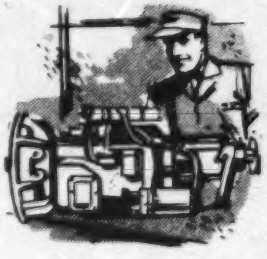
D. Particular skill you wish to develop

E. Income you expect

   1. Upon entering (if not in dollars, then in standard of living)

   2. To achieve (if not in dollars, then in standard of living)

F. Others



LEARNING ACTIVITY II

On a separate sheet outline the following:

A. Education and/or training required

1. At entry level
   a. Level of education
   b. Time involved
   c. Expense

2. At job level (i.e., career ladders and input/effort required from you)
   a Level of education
   b. Time involved
   c. Expense

B. Geographic restrictions on location (W N + S E - large city?)

C. Mobility requirements and/or restrictions (Can you move from place to place?)

1. In the career, profession or job field
2. In the position you wish to occupy
3. In the skill you wish to develop

D. Legal requirements and/or restrictions on your entry into the field (i.e. is entry into field barred for those who aren't citizens, who have a criminal record, who have a bad driving record)

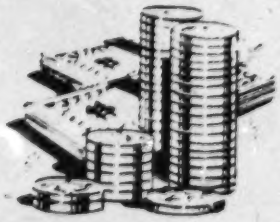
E. Degree of flexibility in income level you expect

1. At entry level
2. To achieve

F. Continuity requirements for advancement (i.e. can you be in and out of the job?)

G. Life style requirements

1. Time on the job
2. Public "image"
3. Dress
4. Housing
5. Personal
   a. availability (i.e. on call, overtime, or weekends)
   b. temperament
   c. habits
   d. standards
   e. "morality" (i.e. standards of the community, demands or limitations of the job)
   f. others



LEARNING ACTIVITY III

On a separate sheet

A. Personal inventory
Assess yourself, your attitudes, aptitudes, preferences, work habits, competencies, lifestyle at the present time for the categories A - G listed in the Learning Activity.

LEARNING ACTIVITY IV

A. Using three columns as shown below, list the job requirements (Learning Activity II) in Column 1 and your qualifications (Learning Activity III) in Column 2. Use Column 3 to list and compare the differences from Columns 1 and 2.

Column 1	Column 2	Column 3
LEARNING ACTIVITY II	LEARNING ACTIVITY III	DIFFERENCES
II.A. 1. 2. 3. B.	II.A. 1. 2. 3. B.	

On the basis of the differences you have found and the requirements of the job, what changes are required of you to meet the job requirements?

RESUME

Full Name _____

Education _____

_____

_____

Experience _____

_____

_____

Honors & Awards _____

_____

Committees & Offices _____

_____

_____

References _____

_____

_____

_____

Personal

Date and Place of Birth _____

Residence _____

_____ Telephone Number _____

Date _____

Here is a list of some materials that may be helpful in planning and preparing for career choice. If they are not available at your school or through your guidance department, check within your school library. Many of the materials can be obtained on loan through your community library, too.

FILMS

Career Counseling Films
Counselor Films, Inc., Series of 40 films

Careers (Series)
Doubleday & Co., A series of films on opportunities in 12 job families.

Choosing Your Occupation
Coronet Films

Finding Your Life Work
Bureau of Audio Visual Instruction

It's Up to You
Vocational Films

Job Opportunities
Encyclopedia Britannica. For students who are looking for a trade after high school.

Tell It Like It Is
Sears Roebuck Fdn., Career opportunities in the distributive occupations.

FILMSTRIPS AND SLIDES

Careers in Film Making
Educational Dimensions Corp.

Careers in Television
Educational Dimensions Corp.

If You're Not Going to College
Guidance Associates. Discusses career possibilities that do not require a college degree.

Looking Ahead to a Career
U.S. Government Printing Office
Occupational Outlook Service

Preparing for the Jobs of the 70's
Guidance Associates

TAPES

Careers (Series)
Tapes Unlimited, Gordon Flisch Co., Provides a study of 12 major industries including Construction, Distribution, Education, Graphic Arts, Health Services, Hotels, Motels and Restaurants, Industry, Law, Mass Communication, Security and Protection, Selling and Transportation.

How to Get a Job
3M Company, Gordon Flisch Co., Guides student to discover his own aptitudes, inclinations and qualifications for a job.